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ABSTRACT

Noting that there is a great demand for information to help educators learn about and develop programs in multiage education, this book shares many ideas on multiage instruction. The 12 chapters of the book are: (1) "Circling Back" (Jane Doan), on the resurgence of interest in the multiage movement; (2) "One Day" (Penelle Chase), exploring a day in the multiage classroom; (3) "Our Views" (Jane Doan), a discussion on teachers' personal beliefs and thoughts on multiage education; (4) "Valuing" (Penelle Chase), on what students value and what teachers value about the students; (5) "The Little Room" (Jane Doan), on dramatic play in the multiage setting; (6) "The Pumpkin Project" (Penelle Chase), about an integrated learning project; (7) "Widening Circles" (Penelle Chase and others), writings that address many of the questions asked about multiage education; (8) "Multiage: A Parent's View," (Katy Alioto), a parent's perspective on the multiage environment; (9) "Safe and Successful: Emotionally Disturbed Children in the Multiage Setting" (Kathy McDonough and Katie Johnson), describing how this structure benefits a group of special needs students; (10) "From Multiage to Multiple Ways of Knowing: Discovering the Strengths of Our Children" (Jean Anne Clyde), reporting on research with a primary multiage class; (11) "Creating and Sustaining a Multiage Vision" (Gary MacDonald), relating how a small rural school restructured from traditional to multiage classes; and (12) "Multiage Grouping: Implications for Education" (Diane E. McClellan), a literature review on multiage grouping. Most of the chapters include references. (TJQ)

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